

William S Sandel Elementary

2700 Seminole Rd.
Columbia, South Carolina 29210

Grades	PK-5 Elementary School	
Enrollment	515 Students	
Principal	Fae M. Young	803-731-8906
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	24	83	38

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	No
2006	Below Average	Below Average	No

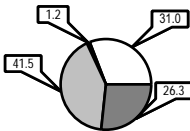
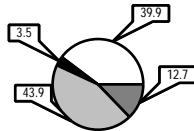
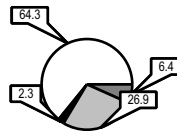
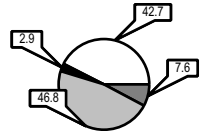
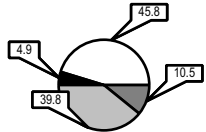
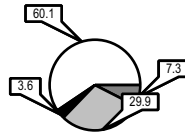
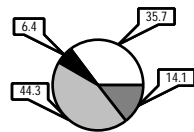
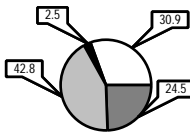
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	223	98.7	34.1	39.7	25.1	1.1	34.6	Yes	Yes
Gender									
Male	119	97.5	49.0	34.7	16.3	0.0	24.5	N/A	N/A
Female	104	100.0	16.0	45.7	35.8	2.5	46.9	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	202	98.5	33.5	39.6	25.6	1.2	34.8	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	183	99.5	24.5	43.5	30.6	1.4	42.2	N/A	N/A
Disabled	40	95.0	78.1	21.9	0.0	0.0	0.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	223	98.7	34.1	39.7	25.1	1.1	34.6	N/A	N/A
English Proficiency									
Limited English Proficient	17	100.0	50.0	50.0	0.0	0.0	16.7	I/S	I/S
Non-Limited English Proficient	206	98.5	32.9	38.9	26.9	1.2	35.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	179	98.3	36.2	41.8	21.3	0.7	30.5	Yes	Yes
Full-pay meals	44	100.0	26.3	31.6	39.5	2.6	50.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	223	99.6	43.6	40.9	12.2	3.3	22.7	No	Yes
Gender									
Male	119	99.2	53.0	36.0	9.0	2.0	18.0	N/A	N/A
Female	104	100.0	32.1	46.9	16.0	4.9	28.4	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	202	99.5	44.0	41.6	11.4	3.0	22.3	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	183	100.0	34.5	47.3	14.2	4.1	27.0	N/A	N/A
Disabled	40	97.5	84.8	12.1	3.0	0.0	3.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	223	99.6	43.6	40.9	12.2	3.3	22.7	N/A	N/A
English Proficiency									
Limited English Proficient	17	100.0	50.0	41.7	8.3	0.0	8.3	I/S	I/S
Non-Limited English Proficient	206	99.5	43.2	40.8	12.4	3.6	23.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	179	99.4	45.5	40.6	11.2	2.8	20.3	No	Yes
Full-pay meals	44	100.0	36.8	42.1	15.8	5.3	31.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	223	99.1	66.1	25.6	6.1	2.2	8.3
Gender							
Male	119	98.3	71.7	19.2	7.1	2.0	9.1
Female	104	100.0	59.3	33.3	4.9	2.5	7.4
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	202	99.0	65.5	26.1	6.7	1.8	8.5
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	183	100.0	59.5	30.4	7.4	2.7	10.1
Disabled	40	95.0	96.9	3.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	223	99.1	66.1	25.6	6.1	2.2	8.3
English Proficiency							
Limited English Proficient	17	100.0	91.7	8.3	0.0	0.0	0.0
Non-Limited English Proficient	206	99.0	64.3	26.8	6.5	2.4	8.9
Socio-Economic Status							
Subsidized meals	179	98.9	68.3	24.6	5.6	1.4	7.0
Full-pay meals	44	100.0	57.9	28.9	7.9	5.3	13.2

Social Studies							
All Students	223	98.7	45.6	44.4	7.2	2.8	10.0
Gender							
Male	119	98.3	53.5	39.4	5.1	2.0	7.1
Female	104	99.0	35.8	50.6	9.9	3.7	13.6
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	202	98.5	44.8	44.8	7.9	2.4	10.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	183	99.5	38.5	50.0	8.1	3.4	11.5
Disabled	40	95.0	78.1	18.8	3.1	0.0	3.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	223	98.7	45.6	44.4	7.2	2.8	10.0
English Proficiency							
Limited English Proficient	17	100.0	66.7	33.3	0.0	0.0	0.0
Non-Limited English Proficient	206	98.5	44.0	45.2	7.7	3.0	10.7
Socio-Economic Status							
Subsidized meals	179	98.3	46.5	43.0	8.5	2.1	10.6
Full-pay meals	44	100.0	42.1	50.0	2.6	5.3	7.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	76	100.0	36.2	31.0	27.6	5.2	32.8
	4	79	100.0	29.3	41.4	29.3	0.0	29.3
	5	79	100.0	46.0	39.7	14.3	0.0	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	97.4	26.6	48.4	23.4	1.6	25.0
	4	74	98.6	28.1	38.6	31.6	1.8	33.3
	5	73	100.0	48.3	31.0	20.7	0.0	20.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	76	100.0	43.1	46.6	6.9	3.4	10.3
	4	79	100.0	32.8	41.4	22.4	3.4	25.9
	5	79	100.0	58.7	34.9	4.8	1.6	6.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	98.7	44.6	50.8	3.1	1.5	4.6
	4	74	100.0	37.9	37.9	19.0	5.2	24.1
	5	73	100.0	48.3	32.8	15.5	3.4	19.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	76	97.4	59.6	33.3	7.0	0.0	7.0
	4	79	98.7	50.9	33.3	8.8	7.0	15.8
	5	79	100.0	69.8	25.4	4.8	0.0	4.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	97.4	67.2	26.6	6.3	0.0	6.3
	4	74	100.0	56.9	29.3	8.6	5.2	13.8
	5	73	100.0	74.1	20.7	3.4	1.7	5.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	76	98.7	43.9	47.4	8.8	0.0	8.8
	4	79	98.7	24.6	52.6	19.3	3.5	22.8
	5	79	100.0	74.6	22.2	1.6	1.6	3.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	97.4	35.9	50.0	12.5	1.6	14.1
	4	74	100.0	39.7	50.0	6.9	3.4	10.3
	5	73	98.6	62.1	32.8	1.7	3.4	5.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 515)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.9%	Down from 4.4%	4.0%	2.8%
Attendance rate	95.9%	Up from 95.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	5.6%	Up from 5.4%	4.0%	10.4%
On academic plans	52.4%	N/AV	49.0%	33.6%
On academic probation	42.3%	N/AV	2.1%	1.0%
With disabilities other than speech	9.8%	Up from 5.3%	7.2%	7.5%
Older than usual for grade	1.0%	Down from 1.6%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 0.8%	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	48.7%	Down from 48.8%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.7%	2.4%
Teachers with emergency or provisional certificates	3.3%	Up from 0.0%	2.4%	0.0%
Teachers returning from previous year	84.9%	Down from 85.6%	84.2%	87.3%
Teacher attendance rate	94.1%	Down from 95.1%	94.6%	94.9%
Average teacher salary	\$43,245	Up 8.3%	\$41,427	\$42,485
Prof. development days/teacher	14.4 days	Up from 10.9 days	14.2 days	13.3 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.1 to 1	16.5 to 1	18.6 to 1
Prime instructional time	87.9%	Down from 89.1%	88.5%	89.7%
Dollars spent per pupil*	\$6,610	Up 17.1%	\$7,491	\$6,557
Percent of expenditures for teacher salaries*	74.5%	Down from 77.4%	61.3%	64.0%
Percent of expenditures for instruction*	82.6%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

With a population of 515 students, W.S. Sandel Elementary celebrates diversity with the inclusion of the ESOL Program. In keeping with the NCLB requirement, 100% of the instructional staff is highly qualified in their area of instruction and 8 of the 13 instructional assistants have college degrees. The number of National Board certified teachers has increased to three, and three others have completed the requirements and are awaiting the results.

We continue to focus on the district's goals and initiatives and have included Classroom Walk-Through as an additional tool for monitoring instruction and student learning. We utilized PACT data to assess our most immediate needs to address areas of improvement. The PACT results indicate students in grade four demonstrated the most gains in ELA and Math, and one teacher was recognized for significant gains in Social Studies. Benchmark results were used to organize small groups to address the skill gaps in Math and plans to extend these efforts to ELA for the upcoming year. Other programs designed to assist students were the After-school Tutorial Program and the SuccessMaker Lab for grades 3-5. A grant was obtained from SCE&G to meet the needs of selected second graders in the areas of Reading and Math. Our ESOL program continues to focus on language acquisition for non to limited-English-speaking students. They were also included in the after-school program and the ESOL teacher secured a grant to obtain books with tapes for students to take home. Breakthrough to Literacy continues to be utilized in child development and kindergarten classes. Reading Recovery and literacy groups assist first graders who have been identified as at risk in ELA. The Character Education Program continues to be implemented as a means to improve a safe and respectful teaching and learning environment.

Sandel continues to focus on areas needing improving in ELA, Math, Science, Social Studies and parent and community satisfaction. To accomplish desired outcomes in all areas of concern, a sustained effort must continue from faculty, students, parents and community.

Fae M. Young, Principal
Mary Pimpleton, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	56	30
Percent satisfied with learning environment	61.8%	94.5%	62.1%
Percent satisfied with social and physical environment	82.4%	87.5%	56.7%
Percent satisfied with school-home relations	51.5%	96.4%	63.3%

*Only students at the highest elementary school grade level at this school and their parents were included.